General Education Annual Course Assessment Form

Course Number/Title _WOMS 20: Women of Color in the U.S._ GE Area: D2__________

Results reported for AY __2015-16____ # of sections ____3______ # of instructors ___2_____

Course Coordinator: _Shahin Gerami_________ E-mail: __shahin.gerami@sjsu.edu____

Department Chair: __Dr. Carlos Garcia___ College: __COSS_____________________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

1. **(What SLO(s) were assessed for the course during the AY?)**
   Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

2. **What were the results of the assessment of this course? What were the lessons learned from the assessment?**

   In section 2, several essays were assigned to measure the overall achievement of students. The very timely movement of Black Lives Matter provided a unique case study of identifying “the dynamics of ethnic, cultural, gender/sexual, regional and racial identities and interaction between them.”

   For this assignment, students were required to write a 1500 word paper in MLA format on the Black Lives Matter Movement. They were to analyze articles, videos, or any other sources relating to the movement and answer the following questions in their paper.
   1. How did this movement emerge?
   2. What is the purpose of the Black Lives Matter campaign? What issue(s) are they trying to address? Be specific!
3. Is this movement gendered?

4. Explain *Say Her Name* campaign.

This assignment was conducted in stages. Each section was reviewed and edited before it became part of the whole paper. Students first posted their Intro for others to review and comment. Students had the option of submitting a draft to be evaluated before their final draft. Students were introduced to sociological analysis of social movement including a short history of Civil Rights movement. The readings on social interactions and intersectionality provided background information and opportunity to analyze different responses to the movement. Following readings and analyzing news coverage of the movement, students were challenged to understand the complexity of a racial/ethnic/class movement unfolding in front of their eyes.

A total of 40 students in this section were assessed. See attached detailed assignment.

Assessment showed substantial success with 98% of the students completing the assignment, up to 63% receiving A; 15% received B; and about 3% C and 2% D and 14% did not complete or failed the assignment.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

All section instructors agreed on one specific assignment and measurement to be able to compare students’ success in grasping the underlying intention of the measured SLO.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, all sections of the course are aligned.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.
The course is within stated enrollment limits.